



III-008 Budgeting, Resource Allocation, and Financial Management

Course-Embedded Internship Log - 2

Course Number: <i>EDLD 5333: Leadership for Accountability</i>		Place of Activity	Time Spent on Activity <i>7 hours</i>
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Description of the Activity	<i>Students conduct a data-based needs assessment. Based on the areas of need identified, students create a campus action plan to address the needs identified including professional development plans, allocation of resources to support the plan, and any tools needed for school improvement efforts.</i>
Personal Reflection/Learning: Focus reflection on the leadership skill. (Minimum of 150 Words)	<p>The week four assignment was actually a combination of the assignments of the last three weeks, supplemented with the ideas and knowledge learned from the reading assignments in week 4. In order to complete this assignment, I reviewed the 8th grade mathematics disaggregated data as reported in FCHS's AEIS report for 2010-11. While the campus has an exemplary rating, I noticed that two groups, while still above the Texas Commended standard did not enjoy the same level of success as their peers. In a school as small as FCHS, it is possible that rating is based upon the poor performance of a single student; however, a similar result in multiple subjects for the same groups indicates the need for improving and/or utilizing additional resources and/or methods to aid learning for special needs students and Hispanic students in mathematics and science. I narrowed the Campus Improvement Plan to cover mathematics only because that was the scope of the assignment.</p> <p>In accordance with Jay McTighe and Ronald Thomas's 2003 article, in the February edition of Educational Leadership published by the Association for Supervision and Curriculum Development, I utilized the "three-stage backward design process for curriculum planning...to ensure that decisions were driven by data..ie, I identified desired results, analyzed multiple sources of data, and determined appropriate action plans."(52)</p> <p>As I thought about goals and objectives, I referred to examples of S.M.A.R.T. goals provided by (Learning Point Associates, 2004) to create, a goal that was, "Long-range, broad statement of expected student outcomes that is specific, measurable, achievable,</p>

	<p>realistic/results-oriented/research-based, and time bound while maintaining consistency with the vision and mission of the campus.” As I went through the process, I compared goal and objective statements to existing campus improvement plans, the FCHS plan conforms to methods outlined in this course; however, it does need to be updated to take into account STAAR assessment instructional needs as dictated by the first disaggregated data reports in August of 2012. This course would have been much more meaningful had it fallen during the revision process following that report; however, since I have a very active role in that process annually, this information will be put to use in short order.</p> <p>The school culture of FCHS reflects the belief that our teachers and students will work together to sustain continuous improvement. According to Joanne Rooney’s 2008 article, “What Do We Believe?”, (90), this is an “Essential Area of Belief,” that goes beyond the checklist of what principals do to create the vision that defines FCHS in the hearts and minds of the community and student body. Students and teachers have established a record of setting, achieving, and maintaining goals to achieve exemplary performance each time the state raises the achievement bar. The challenges posed with the increased rigor of the STAAR assessments are no exception. District administration has seen the raw data for 2011-2012 STAAR assessments, although disaggregated data in the form of AEIS reports are not yet available. They agreed with my suggestion of implementation of the CSCOPE tools and with providing additional and ongoing professional development. Common planning periods are an idea that occurred to me today, I will have to take that to the Principal for approval. We are a very small district; in 2012-2013 the district will have two JH/HS Mathematics teachers; for the first time in 15 years, neither is a coach. As a result, the common planning period might be possible. Additionally, the new teacher has experience with CScope, I hope she will be able to act as a Lead teacher to help the other teacher learn to effectively utilize this very beneficial tool and collaboratively plan an 8th grade curriculum that better aligns learning outcomes to state standards for all students including our special needs and ELL students. The three benchmark activities preceding the planned tutorials should enable targeted tutorial sessions specific to each child’s needs with the added benefit of additional resources for special needs and ELL student groups.</p> <p>Where the budgeting of the improvement plan activities is concerned, I believe I accurately calculated what the training and additional tutorials will cost for the 8th grade mathematics students only. I apportioned a portion of the cost of the program, tutorials, and additional training, to the two mathematics teachers. Of course, in the event a student is At-Risk of failing the course, rigorous tutorials are provided during the day in learning labs and, if necessary after school. 22 days of STAAR assessment specific tutorials will allow 11 weeks of 2 tutorial sessions a week during the 2nd semester for students with below standard benchmark performances. The first</p>
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	<p>begins after the 3rd benchmark; the last tutorial will be the Thursday before the April 2, 2013 administration of the 8th grade mathematics STAAR assessment. As tight as budgets are these days, the ability to conservatively, but accurately project the necessary budget for successful program implementation is critical. The experience gained from this portion of the project will be valuable.</p> <p>Works Cited:</p> <p>Adams, N., (2008), EDLD 5333 Leadership for Accountability Course Glossary, retrieved from: https://lamar.epiclms.net/Learn/Player.aspx?enrollmentid=2791028, 1-3, June 1, 2012.</p> <p>*McTighe, J., & Thomas, R. S. (2003). Backward design for forward action. <i>Educational Leadership</i>, 60(5), 52-55.</p> <p>*Rooney, J. (2008). What do we believe? <i>Education Leadership</i>, 65(5), 88. , retrieved from: https://lamar.epiclms.net/Learn/Player.aspx?enrollmentid=2791028, June 1, 2012.</p> <p>* Notes readings included in the course</p>
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